TILA Task Specification

Topic: Church

Project Number: 531052-LLP-1-2012-1-NL-KA2-KA2MP Agreement number - 2012 - 40001 / 001 – 001

The TILA project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

TILA Task Specification

Topic: Church

Title of TILA task	Church[1]		
Partner team (schools and teachers)	Einstein Lyceum (The Netherlands) Kastelli (Finland)		
Thematic description	Conversation within the Church about traditions (weddings/funerals).		
Target language(s)	English		
CEF level	B2/C1		
Learning objectives (linguistic, communicative, and intercultural) See the CEF and ICC "can do" statements	Communicative and intercultural: Becoming more adapt at communicating respectfully. **CEF B2** CAN present her/his own opinion, and justify opinions. CAN distinguish main themes from irrelevancies and asides. **CEF C1** CAN follow the development of a discussion -. CAN follow up questions by probing for more detail. CAN reformulate questions if misunderstood. CAN make critical remarks / express disagreement without causing offence. (ALTE, 88)		
Description of blended learning approach	None. Use of Youtube in OpenSim to show example videos, apart from that, everything is within the virtual world of OpenSim		
Task outcome(s) (products produced by	A successful conversation/discussion between the students about Faith and religion.		

[1] Task developed by P. Bastian & D. Reinhardt (Master Students of Foreign Language Education at Utrecht University).

students)		
Technical specifications (tools that will be used)	OpenSim (all three phases take place in the virtual environment of OpenSim)	

Preparatory Phase

Description of subtask(s)	introduction
Duration (approx.)	5-10
Learning objective(s)	Learning an appropriate vocabulary and style to use in discussions about a semi-controversial topic.
Environment and tools (classroom, homework, forum etc.)	In OpenSim viewing theatre, Chatterdale (Receiving useful chunk via e-mail or Skype beforehand)
Form of interaction (pair work, small groups, teacher centred)	Teacher centred
Expected outcome(s)	Given example, developing understanding of the main Task

Main Phase

Description of subtask(s)	Church conversation about traditions (weddings/funerals).
Duration (approx.)	30-40
Learning objective(s)	Learning to use appropriate vocabulary in discussions about a semi-controversial topic. Becoming more adapt at communicating respectfully.
Environment and tools: synchronous (e.g. OpenSim, BigBlueButton) or asynchronous (e.g. forum)	Synchronous: OpenSim
Form and organisation of telecollaborative interaction: Number and size of telecollaboration groups; other participant roles	6 students in total (Student) Teacher
Expected outcome(s)	Discussion completed: A successful conversation/discussion about traditions. Students are aware of different opinions regarding traditions (and intercultural differences).

Post Phase

Description of post task	Evaluation
Duration (approx.)	5-10
Learning objective(s)	Learning to critically think in order to develop and alter one's own opinion
Environment and tools (classroom, homework etc.)	OpenSim
Form of interaction (pair work, small groups, teacher centred)	All participants
Expected outcome(s)	Discussion of the usefulness of conversations about traditions within OpenSim and a short summary of the opinions of all participants.

Summary:

- 5/10 min preparatory phase

In this phase the students are gathered in the viewing theatre in Chatterdale, once all the students are present the main Task is introduced and an instruction video is shown. The video gives an example of how the main Task should be performed. The Berkeley University sheet on how to communicate respectfully provided at the end of the former session is addressed again in order to provide help for the participants.

Link to youtube video:

https://www.youtube.com/watch?v=7rQ6XGDRFP0

- 30/40min main phase,

All students gather in the church where one or two teachers are playing vicars/priests who ask the students about their opinions on traditions such as weddings/funerals (religion). The teachers try to spark a discussion among the students, and should only give discussion topics and assist where needed. The role of the teachers is to lead the discussion, and not to participate.

Questions given to the students (in print just before the assignment) to aid the conversation:

In the church you discuss wedding traditions. 5/10 minutes:

Do you know any traditions for weddings?

Do these differ in different countries?

Do you know some examples of wedding traditions that were typically Dutch/Finnish?

What are your opinions about such traditions? Should they be kept or renounced? Why?

In the graveyard you discuss other traditions. 15/20 minutes:

Do you know any funeral traditions?

Do these differ in different countries?

Do you know any examples of funerals that are traditionally Dutch/Finnish? Discuss with peers.

What are your opinions about such traditions? Should they be kept or renounced? Why?

What other traditions are important in your homeland?

- 5-10 min post phase

All students are gathered to discuss the usefulness of the main-Task performed. No vocabulary sheet is needed for the following task.

Printables:

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Do these differ in different countries?

Do you know some examples of wedding traditions that were typically Dutch/Finnish?

What are your opinions about such traditions? Should they be kept or renounced? Why?

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Do these differ in different countries?

Do you know any examples of funerals that are traditionally Dutch/Finnish? Discuss with peers.

What are your opinions about such traditions? Should they be kept or renounced? Why?

What other traditions are important in your homeland?

The following link should be printed (or given electronically) before the session.

The Berkeley University sheet on how to communicate respectfully:

http://uhs.berkeley.edu/home/news/pdf/communication.pdf